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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: an informal communication process with implications for information retrieval; a rhetorical approach to the nonsexist language controversy; a validation study of communication apprehension scales; factors influencing teacher credibility, speaker credibility, and listener comprehension; the communication between the University of Minnesota and the 1975 Minnesota State Legislature; mathematical models of communication and belief change; the effects of confidence and utility on information seeking and processing; procedures used to assign students to remedial oral communication instruction; the effects of presenting an intercultural communication unit in the basic speech course; a comparison of results of a communication skills scale, a dogmatism scale, and a behavioral assessment of a counseling simulation; doctor/patient communication problems; verbal correlates of instructional effectiveness with young children; factors affecting evaluation of a belief-discrepant message by religious fundamentalists; and the measurement of interpersonal communication satisfaction. (GW)

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Speech Communication and Communication Processes:

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THE CONCEPTUALIZATION AND MEASUREMENT OF INTERPERSONAL COMMUNICATION SATISFACTION

ANALYSIS OF AN INFORMAL COMMUNICATION PROCESS WITH IMPLICATIONS FOR INFORMATION RETRIEVAL

ANDERSON, Michael Charles, Ph.D.
Case Western Reserve University, 1976

A significant problem encountered by scientists today is how to gain continuing exposure to new information in their field. The difficulty arises in part because of the complex nature of scientific communication. This process consists of two components: an informal channel of communication which has as its basis personal contacts with important colleagues, and a formal channel of information transfer through media, such as journals and monographs. Within his discipline, a scientist uses both channels to obtain information. Outside of the discipline, however, he must rely more heavily on the formal channel. Often the characteristics of formal communication present obstacles to the search for knowledge. Consequently, we must develop the most effective types of formal communication in order to overcome these obstacles and provide the researcher with the most adequate information.

One way in which this may be accomplished is by using informal communication to describe the interaction between members of a scientific community. Of the various types of communication, informal occurs most often, but is ignored in research because it is difficult to measure. One way of avoiding this problem is to use collaboration as a representation of informal communication. Collaboration can be easily documented by observing references in a bibliography. In addition, it represents a high degree of informal communication prior to publication.

The practical significance of studying collaboration is its usefulness in improving the design of information retrieval systems. Intercommunication classes of co-authors can be isolated using an "indirect" method of grouping. Each authors position in the group can then be related to other identifiable characteristics he possesses such as subject orientation and quality. These relationships can then be used to design a retrieval system which uses high quality information and provides better access than other systems in use today.

Order No. 77-11,969, 95 pages.

A RHETORICAL APPROACH TO THE NONSEXIST LANGUAGE CONTROVERSY: AN EXPLORATORY STUDY USING INTERVIEWS WITH SELECTED UNIVERSITY FACULTY

BATE, Barbara Ann, Ph.D.
University of Oregon, 1976

Adviser: Charley A. Leistner

This study was undertaken to document and interpret certain language practices during a period of controversy over proposals for nonsexist language. "Nonsexist language" refers here to gender-neutral terms which omit reference to either gender, female-inclusive terms which refer specifically to both women and men, and the avoidance of language forms which convey derogatory or stereotyped images of females or males.

Proposals for intentional language change to alleviate sex bias have come from individuals and organizations during the present decade. Various contemporary feminists have given attention to the definitions of women conveyed in language structures and uses. Questions currently debated in the nonsexist language controversy are: 1) what language forms should be changed, if any; 2) how the changes are to be made; and 3) what will result from these changes. This study was constructed to address these issues in an exploratory way through discovering the language preferences of a small number of individual communicators.

A conceptual framework was developed to guide the descriptive segment of the research. The framework derives from selected writings in rhetoric, sociolinguistics, and cognitive psychology. Three concepts, Situation, Construct and Action, are integrated in the rhetorical process of choosing one's words. Speakers respond to rhetorical situations when they perceive an exigence exists for them to talk. Speakers' perceptions of situations are affected by their personal constructs concerning people and events. Finally, speakers' language choices are rhetorical actions insofar as their words are addressed to audiences and intended to have effects on self or environment or both.

With the conceptual framework as a background, twenty University of Oregon faculty were selected to provide maximum variation in age, sex, field of study, rank, length of stay at Oregon, and expressed views about the women's movement. Preliminary classroom observations and an informal survey of campus news media indicated a range of language practices on the Oregon campus. Audiotaped interviews were held with the twenty participating faculty members at the end of spring term 1976. A card sort of forty-nine language forms was used to discover the faculty members' reactions to particular terms ranging from "Ms." to "he or she" to "women's libber."

The interview results showed wide variation in language preferences and practices among the twenty university faculty. More agreement existed in rejecting derogatory or stereotyped terms--"women's libber," "gal," "lady poet"--than in responses to generic terms--"mankind," "a person . . . he"--or alternative terms such as "s/he" and "everyone . . . they."

Additional questions from the interview revealed differences in situations, personal constructs, and actions as well. Several male faculty reported being persuaded to change their language habits by active women in their families or work environments. A number of the responses from both females and males indicated that feedback from students had affected their behavior. The personal construct of sex differentiation appeared to be central to those respondents who were strongly opposed to such terms as "Ms." or "spokesperson." For speakers who preferred nonsexist language forms, the construct of human potential was more often mentioned in the interview.

This study explored language choices and revealed some possible relationships between language preferences and persons' situations and constructs. Further work is warranted to find out how teaching effectiveness and nonsexist language use might be related; how interpersonal persuasion facilitates language change; how changes affect the changing person; and how the factors in rhetorical choices of language forms can be better understood. This exploratory study provides limited evidence that language change is occurring in response to the women's movement; it also suggests that language changes may both reflect and affect the relations between teachers and students, women and men. Order No. 77-4700, 192 pages.

THE EFFECTS OF LINGUISTIC NON-IMMEDIACY ON AUDIENCE RATINGS OF SPEAKER CREDIBILITY IN WRITTEN AND SPOKEN COMMUNICATION

BEACHLEY, Michael Leonard, Ph.D.
University of Denver, 1976

The purpose of this study was to investigate a hypothesized relationship between linguistic non-immediacy and speaker credibility. Immediacy was defined by Wiener and Mehrabian (1968) as a channel of communication by which information is available to an audience regarding the speaker's sentiments toward his subject, his communication, or his audience.

It was hypothesized that a message which consists of highly non-immediate linguistic structures would result in a lower credibility rating of the communicator than would a message consisting of low non-immediate linguistic structures. A second hypothesis was tested which investigated differences between the spoken and written modes of communication.

One hundred and fifty-one subjects were selected from undergraduate classes offered during the Spring quarter of 1975-76 by the Speech Communication Department of the University of Denver. Subjects were randomly assigned to one of four experimental conditions representing: 1. High non-immediacy in the spoken mode. 2. Low non-immediacy in the spoken mode. 3. High non-immediacy in the written mode. 4. Low non-immediacy in the written mode. Subjects were exposed to a written or spoken, high or low non-immediacy message,

and were asked to evaluate the communicator on a credibility instrument which combined 15 semantic differential scales developed by Berlo, Lemert, and Mertz (1970), and two semantic differential scales developed by Whitehead (1968). A two-way analysis of variance model was computed.

The results showed strong support for H_1 ($p < .01$) across all credibility dimensions, and the overall credibility ratings. There was no significant difference between modes and no interaction effect of immediacy by mode.

The results indicated that the immediacy channel of communication was used by the subjects in the determination of speaker credibility. The congruity principle as posited by Osgood and Tannenbaum (1955) was viewed as a possible explanation for the outcome. Implications for further research focused on the need to explicate which classes of non-immediacy effected which dimensions of credibility and the need to develop immediacy training for communication competence.

Order No. 77-7381, 114 pages.

A VALIDATION STUDY OF COGNITIVELY EXPERIENCED COMMUNICATION APPREHENSION SCALES

BEATTY, Michael Joseph, Ph.D.
The Ohio State University, 1976

Adviser: Professor George L. Lewis

This study was prompted by the importance of communication apprehension and the dearth of research devoted to validation instruments for its measurement. This project attempted to develop a self-report inventory of public speaking apprehension and to establish at least one measure of content, construct, and predictive validity. To accomplish this, the logical and empirical requirements for establishing validity of apprehension scales were reconceptualized and explicated. Based on this conceptualization, the item pool was generated by students who were anxious about giving speeches. The resulting instrument was administered to the general student population and factor analyzed for possible multidimensionality. Finally, each factor was used as an independent variable in a regression equation predicting skin temperature prior and during a speaking episode.

The results indicate that (1) students perceive their speaking experience differently than do researchers, (2) cognitively perceived apprehension is factorially complex (i.e., prior apprehension, avoidance, and tension), (3) scales resulting from the procedure, based on the reconceptualization predict skin temperature moderately well.

It is suggested that further research is needed to (1) improve the reliability of each factor, (2) replicate the factors, (3) validate the scale against other criterion variables, and (4) validate the scales with different student samples and populations. Order No. 76-24,555, 87 pages.

THE EFFECTS OF VERBAL-VOCAL MESSAGE DISCREPANCY ON TEACHER CREDIBILITY

BEATTY, Pamela Jean, Ph.D.
The Ohio State University, 1976

Adviser: Professor George L. Lewis

Given that roughly one-fifth of the time in the classroom is taken up by lecturing, one-third by seatwork, and the rest by teacher-student interactions, either by themselves or in combination with lecturing and seatwork, the frequency with which teacher-student interactions occur and the subsequent consequences of those interactions have become important issues in research. Presently, the research in this area has been devoted to the examination of 1) individual and group differences in the classroom and their effects on teacher-student interactions and 2) teacher attitudes and expectations and their effects on teacher-student interactions. However, little research has been devoted to student perceptions of teachers in teacher-student interactions. The student's perception of the teacher encompasses such factors as trust and credibility. Similar to other attitudes, the credibility of the teacher may be subject to change as a result of the experiences the student has with that teacher. Thus, these areas need further assessment. Moreover, not only the research to date but also Rogerian Theory provide a theoretical perspective for an investigation related to this area, teacher credibility. Given the essential premise of Rogerian Theory, that credibility is determined by the consistency of both words and actions, further investigations should be emphasized in this area. However, to date, research in non-verbal communication has been limited. The major emphasis in this area has been directed at vocal cues. Given both the need for further research and this background, which provide an appropriate rationale for further investigation, the following hypotheses were examined: 1) the subject's ratings of a teacher's credibility can be significantly predicted from the level of verbal-vocal consistency and 2) the sex of a student in a teacher-student interaction is a significant predictor of the subjects' ratings of the teacher's credibility. To test these hypotheses, a 3 x 2 treatment by levels design was employed. More specifically, the treatments (audiotapes and transcripts) were consistent verbal-vocal, inconsistent verbal-vocal and verbal only. The levels were male teacher-female student and male teacher-male student. To assess teacher credibility, an established, reliable, and valid semantic differential scale, used in many ethos studies, was employed. Further assessment of the specific dimensions of credibility, which accounted for 57.70 percent of the total variance, were determined by factor analysis. Furthermore, the first hypothesis was supported beyond the .05 level, as determined by regression analysis. Order No. 77-10,492, 124 pages.

EFFECTS OF EYE CONTACT, POSTURE, AND VOCAL INFLECTION UPON COMPREHENSION AND CREDIBILITY

BEEBE, Steven Arnold, Ph.D.
University of Missouri – Columbia, 1976

Supervisor: Dr. James W. Gibson

This study examined the effect of speaker eye contact, posture, and vocal inflection upon source credibility and listener comprehension, in an effort to substantiate claims that these delivery variables play an important role in a public speaking situation. Credibility was measured by nine factor-analyzed semantic differential scales. Listener comprehension was measured by a twenty-question, multiple-choice test administered to a control group and to eight groups under experimental conditions. The speaker who delivered the informative speech manipulated eye contact, posture, and vocal inflection. Two levels of each independent variable were employed; the speaker used either constant or no eye contact, formal or causal posture, and varied or limited vocal inflection.

As a manipulation check and control procedure, a group of seventeen student evaluators viewed video tapes of the eight stimulus conditions and were asked to describe the speaker's eye contact, posture, vocal inflection, rate, pronunciation, gestures, and facial expression. Analysis of the evaluations revealed that the speaker appropriately manipulated the independent variables. In addition, a recording of the speaker's voice was subjected to fundamental frequency analysis to quantify vocal variation. A Honeywell Visicorder revealed that the speaker appropriately manipulated her vocal inflection.

To test the hypotheses, statistical analyses were performed on data collected from 144 subjects. The results suggest that eye contact may be a determinant of both enhanced credibility and increased comprehension. Subjects generally perceived the speaker as more dynamic and believable in the constant eye contact treatments than in the no eye contact treatments. However, there was no significant main effect for eye contact on the likability dimension of credibility. Subjects in the constant eye contact treatments scored higher on the comprehension test than did subjects exposed to the no eye contact treatments.

Speaker posture had little effect on either credibility or

comprehension. The speaker's formal or casual posture had no significant effect on audience perceptions of the speaker's dynamism, believability, or likability. In addition, there were no differences in the subjects' comprehension test scores between the formal and casual posture treatments.

The speaker's varied vocal inflection enhanced the audience's perceptions of the speaker's likability, but had no main effect for the dynamism or believability credibility factors. A significant first- and second-order interaction between mean credibility factor scores on the believability dimension suggests that "inconsistencies" between a speaker's eye contact and vocal inflection may lower a speaker's believability. When the speaker had constant eye contact and limited vocal inflection or no eye contact and varied vocal inflection, the audience perceived the speaker as less believable than when the speaker employed both constant eye contact and varied vocal inflection or no eye contact and limited vocal inflection. There was no difference between subjects' comprehension scores in the varied and limited vocal inflection treatments.

Conclusions based on these results, and suggestions for future research are discussed.

Order No. 77-4887, 162 pages.

THE POLITICS OF HIGHER EDUCATION: A CASE STUDY OF THE COMMUNICATION BETWEEN THE UNIVERSITY OF MINNESOTA AND THE 1975 MINNESOTA STATE LEGISLATURE

BORGESTAD, James Thomas, Ph.D.
University of Minnesota, 1976

To a large extent, the success, and even the survival, of public higher educational institutions is determined by state legislatures. This fact of academic and legislative life becomes increasingly salient as interest groups compete for scarce state funds. University administrators find themselves queuing up alongside spokesmen for other public agencies to petition for essential appropriations. Generally, these academic officials are cognizant that the "politics of education" play a major role in determining the nature of the link between the campus and the capital.

What might be considered the most basic aspect in maintaining the economic and political lifeline between state governmental and higher educational bodies is the notion of communication, or as Robert L. Williams writes in The Preparation of Requests for Legislative Appropriations in Midwestern State Universities, "the question of effective communications." It is precisely this issue, "the question of effective communications" between the University of Minnesota and the 1975 Minnesota State Legislature that forms the background of this case study.

The central theme is divided into four related components, each of which is examined through the perspectives of two subject populations; one group is comprised of twenty-two Minnesota legislators and the other group consists of an equal number of University of Minnesota administrators. Attempts are undertaken via observational, survey, and interview methods to define 1) the extent to which formal testimony presented by University representatives affects the decisions of legislators on appropriations, 2) the characteristics of "effective" as opposed to "ineffective" presentations of testimony, 3) additional communication channels between higher educational institutions and legislative bodies, and 4) additional decision-making factors that affect higher educational appropriations. Out of these four central questions arise twenty-three hypotheses. Each hypothesis pertains directly to the outcome enjoyed by the University of Minnesota in 1975; yet, each is also generalizable, within certain parameters, to other states, to other post-secondary systems, and to other facets of "the politics of higher education."

Order No. 77-12,785, 350 pages.

MATHEMATICAL MODELS OF COMMUNICATION AND BELIEF CHANGE: PROPORTIONAL CHANGE, ACCUMULATED INFORMATION, AND BELIEF CERTAINTY

DANES, Jeffrey Ernest, Ph.D.
Michigan State University, 1976

Three models of communication and belief change were proposed and tested. The proportional change model stated that receivers change their beliefs in the direction of the message with the resulting belief change being proportional to the amount of change requested. The accumulated information model was based upon the same logic; however, it stated that belief change would be inhibited by the degree to which information has been accumulated into the belief. It was hypothesized that accumulated information and belief certainty would be positively correlated; hence, a belief certainty model was also proposed and tested.

The three models were tested with two sets of data, and the results obtained showed clear support for the accumulated information model. The belief certainty model was the most inferior of the three. Although a positive correlation was found between accumulated information and belief certainty, the "informed neutrals" were almost nonexistent; while "uninformed resolutes" prevailed. Regardless of initial belief, the "uninformed" were the most affected by the belief-change messages.

Order No. 77-11,630, 89 pages.

THE EFFECTS OF CONFIDENCE AND UTILITY ON THE SEEKING AND PROCESSING OF NON-SUPPORTIVE INFORMATION

DAVIES, Robert Allan, Ph.D.
The University of Iowa, 1976

Supervisor: Associate Professor James J. Bradac

An experimental study undertook to clarify the confusion surrounding the selective exposure issue. Much of the experimental literature on information exposure has been based upon Festinger's theory of cognitive dissonance. The theory originally asserted that since regret following a decision will be increased by non-supportive messages, such information will be avoided more as dissonance increases. The failure of experimental research, unlike field studies, to find consistent support for this hypothesis led Festinger and others to invoke two variables--confidence and utility--to account for the discrepancies. The effects of these variables are also inconsistent, largely because of inconsistent conceptual and operational definitions.

The rationale for the present research assumed that confidence and utility affect information exposure, but the researcher first sought to clarify these variables by incorporating them into the framework of dissonance theory. It was contended that utility refers to circumstances in which dissonance can be most effectively reduced by reading non-supportive material, while confidence in ability to refute such messages predicts the use of this dissonance-reducing strategy. Predictions for the determinants of both variables were advanced, as well as for their main and interactive effects on exposure to non-supportive information. Hypotheses were also offered for the recall, interpretation, and evaluation of non-supportive arguments.

The confidence and utility hypotheses were tested in a 2 X 4 design with two levels of confidence and four levels of utility. Subjects completed two argument tasks, and high and low confidence were manipulated through evaluations of their refutation strategies. On a third issue, the utility levels were created by varying the degree to which subjects expected a presentation of their ideas to be evaluated critically. Following these inductions, subjects rated their interest in both supportive and non-supportive messages, and then indicated their recall, interpretation, and evaluation of the arguments in a non-supportive message.

The data provided no support for any of the hypotheses for confidence and utility. It was discovered that the attempt to manipulate confidence was ineffective, and differences in self-

reported confidence failed to predict differences on other dependent measures.

A main effect was obtained for utility, but the result was contrary to prediction. Subjects for whom utility was at the lowest level, showed more interest in reading non-supportive messages than did subjects in the other three utility conditions. Post hoc within-subjects analysis revealed an overall preference for supportive messages. Further inspection indicated that the difference between exposure measures was significant only in the two higher utility conditions.

The measures of message-processing failed to produce interpretable results, and this suggested that subjects had little interest in the non-supportive messages, and therefore gave them little attention.

The lack of predicted results in the study led to a reconsideration of confidence manipulations, and the conceptualizations of confidence and utility. A more extensive manipulation of perceived argumentation effectiveness was suggested, along with the possibility that argumentation skills may not be as crucial in determining confidence as the amount of knowledge one has about an issue. This suggestion indicated that confidence may be an indicator of the amount of dissonance experienced, rather than a predictor of a dissonance-reducing strategy. If so, then dissonance reduction is not the basis for voluntary exposure to non-supportive information. Such exposure may instead be in the interest of satisfying other personal needs, or coping with practical problems. A subsequent investigation provided partial support for the revision of the utility construct.

Because the explanations and predictions in the final chapter were highly speculative, further studies were suggested in order to explore their plausibility.

Order No. 77-13,072, 289 pages.

AN INVESTIGATION OF THE PROCEDURES USED TO ASSIGN STUDENTS TO REMEDIAL ORAL COMMUNICATION INSTRUCTION

DECKER, Warren Dale, Ph.D.
Temple University, 1977

Currently, the decision to assign students to remedial oral communication instruction is based primarily upon their scores on standardized aptitude and achievement tests. However, the relationship between a student's oral communication skills and that student's score on a standardized aptitude and achievement test had not been examined. Therefore, utilizing a random selection of subjects who had been assigned to an existing remedial program (students enrolled in ELECT-Speech at Temple University), and subjects who were not assigned to a remedial program (students enrolled in Speech 015, Public Speaking, at Temple University), this relationship was studied. Temple University utilizes the verbal score on the Scholastic Aptitude Test (SAT-V) to make such assignments.

Part One of the study asked: When students are judged on the basis of performance of communication skills alone, can the initial assignments to remedial and non-remedial communication programs be replicated? Tape recorded speech samples and written outlines of fifty subjects (25 from ELECT-Speech and 25 from Speech 015) were evaluated using the Speech Screening Form--the instrument used in conjunction with SAT-V scores to make the original assignments. Only twenty of the fifty subjects were assigned consistent with their original assignment. The original assignment was not replicated.

Part Two of the study utilized a deficit model of communication skills, the Speech Screening Form--Form B designed by the researcher, to further examine the relationship between a subject's communication skills and that subject's SAT-V score. Tape recorded speech samples and written outlines of one hundred and fifty subjects (75 from ELECT-Speech and 75 from Speech 015) were evaluated by graduate teaching assistants using the Speech Screening Form--Form B.

The results yielded several conclusions. First, when using a deficit model of communication skills, underlying factors were identified which could serve as the basis for assigning students to remedial programs. Those factors were: 1) standard English usage on the oral dimension, 2) standard English usage on the written dimension, and 3) content analysis and organization. Second, the degree of inter-observer reliability exhibited by the raters was unacceptable. Third, the degree of intra-observer reliability (i.e., scale reliability) exhibited by the raters using the scale was acceptable. Fourth, the step-wise multiple regression of the three factors with the subjects' SAT-V scores indicated that the content analysis and organization factor did predict a subject's SAT-V score. The remaining two factors, however, did not significantly increase the prediction of SAT-V scores. Fifth, the step-wise multiple regression of the three factors with the subjects' membership in ELECT-Speech indicated that only factor three, content analysis and organization, significantly predicted that membership. In related analyses, race and the three factors were regressed to the subjects' SAT-V scores. Both race and factor three, content analysis and organization were significant predictors of the subjects' SAT-V scores. In addition, the three factors were regressed with a subject's race and revealed that only factor one, standard English usage on the oral dimension, predicted race.

The results indicate that the deficit model of communication skills (Speech Screening Form--Form B), could be used to assign students to remedial communication instruction. However, it would be necessary to train the raters to increase inter-observer reliability. It was clear that the current utilization of only SAT-V scores for assignment to remedial oral communication instruction tends to select more non-whites than whites, given that non-whites had lower overall SAT-V scores. Since non-whites did not exhibit a significant difference in communication skills, the use of SAT-V scores for making assignments to remedial oral communication instruction is unacceptable. Order No. 77-13,551, 108 pages.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF PRESENTING AN INTERCULTURAL COMMUNICATION UNIT IN THE BASIC SPEECH COURSE

ELLIOTT, Teresa Graumann, Ph.D.
University of Maryland, 1976

Supervisor: Dr. John C. Carr

This study was designed to determine the effectiveness of teaching techniques (lecture, videotape, and simulation) in presenting a unit on Intercultural Communication in the basic speech course. The relationship between teaching techniques and attitude toward worldmindedness, cognitive learning in the two areas of value orientation and nonverbal intercultural communication and behavioral change was examined. A pretest-posttest control group design was used to measure attitudinal change toward worldmindedness, and a posttest-only control group design was employed to measure behavioral change and cognitive learning.

Three teaching methods were employed: (1) Lecture, in which a 50-minute slide/lecture on the intercultural communication areas of value orientation and nonverbal communication was presented to the students, (2) Videotape, in which a 50-minute videotape covering the same content was shown; and (3) Simulation, in which a simulation exercise was utilized to teach the subject matter. The control group received no intercultural communication instruction.

Attitudinal change was measured by the mean change score on the Worldmindedness Scale (Sampson and Smith, 1957) administered before and after the treatment. Behavioral measurement consisted of an experimenter-designed questionnaire

administered after the treatment. Cognitive measurement was included in an upgraded section of the Speech 100 final examination.

The subjects in this investigation were 144 students enrolled in a lecture section of Speech 100 (Basic Principles of Speech Communication) at the University of Maryland, College Park. The students were randomly assigned to three treatment groups and a control group. Each teaching technique (lecture, videotape, and simulation) was employed in presenting a unit on Intercultural Communication during the scheduled class time.

Data from the measurements were analyzed using the univariate analysis of variance. When a significant F resulted, the Scheffé test was used for post-hoc analysis.

The results of this investigation revealed no significant differences in student attitudes toward worldmindedness or behavior among groups of students taught by lecture, simulation, videotape, and a control group. The data does show that the three teaching techniques are superior to a control group in the area of cognitive learning. In addition, within the limits of this study, the lecture and videotape technique were superior in the cognitive area to the simulation method. The videotape technique, however, was found to be significantly less enjoyable than the lecture and simulation methods.

The results suggested several implications for teaching. These include combining videotape with another teaching technique such as discussion or a simulation exercise; increasing the amount of time used for teaching a unit on Intercultural Communication; employing interaction between white U.S. students and those from another cultural background in dyadic communication and group discussion; and presenting theoretical material concerning intercultural communication before the simulation exercise.

Concerning future research, the use of a semantic differential and videotaped interactions as measurement instruments is recommended. Order No. 77-9506, 133 pages.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN A COMMUNICATION SKILLS SCALE, A DOGMATISM SCALE, AND A BEHAVIORAL ASSESSMENT OF A COUNSELING SIMULATION

ELLSWORTH, John Raymond, Ph.D.
University of South Carolina, 1976

The purpose of this study was to investigate the relationship between a communication skills scale, a dogmatism scale, and a behavioral assessment of a counseling simulation. The communication skills scale used in this study was the Carkhuff Communication Index Scale. The dogmatism scale used in this study was the Dogmatism Scale by Rokeach. The behavioral assessment was conducted by having three expert judges evaluate both verbal and nonverbal behaviors of subjects in a counseling simulation.

The subjects in this study were all graduate students in the same communication skills course taught at the University of South Carolina. After having received 45 hours of training in counseling skills, the entire class section of 22 members were given a communication skills scale and a dogmatism scale. Also the subjects were videotaped in a counseling simulation as they responded to an actor client in a helpful manner. The performances of the subjects in the counseling simulation were later assessed by three expert judges. The frequency of occurrence of specified verbal and nonverbal behaviors of the subjects for predetermined time intervals was indicated by the three judges' evaluation of the videotapes. A rank order of the subjects counseling efficiencies was determined from the verbal and nonverbal behavioral frequencies.

The three measures of the subjects were correlated statistically with each other to measure their functional relationships. The results indicated that the three measures did not significantly correlate with each other regardless of the level of significance. However, when the verbal behavioral component was compared to the dogmatism scale, there was a significant positive correlation ($p < .01$). Speculations concerning the findings of this study were discussed by the investigator.
Order No. 77-6757, 148 pages.

A LINGUISTIC ANALYSIS OF DOCTOR-PATIENT COMMUNICATION PROBLEMS. (VOLUMES I AND II)

FORD, Jerome Cleveland, Ph.D.
Georgetown University, 1976

This thesis analyzes communication problems between medical doctors and their patients from a linguistic vantage point. It divides the problems into two primary categories: problems of the communication channel, problems surfacing through a communication channel. The first category relates to the following: foreign language speakers, terminology, semantic distortion, phonological variation, morphologic substitution, popular usage, problems of verbalization, transmediation, thought focus, and thought organization. The second category relates to differences in underlying assumptions about the doctor-patient context, personal knowledge, beliefs, attitudes, emotional needs, and expectations of the doctor-patient context. Specific solutions are proposed, including particular linguistic strategies known as verbal strategies.

The thesis also enlarges the scope of linguistics in contending with traditional linguistic terms as utterance and speech act, and linguistic notions of information-message theory, listening as a passive language skill, and situational context. It illustrates the capabilities of linguistics applied to other fields and stresses the need for linguistics to absorb research done in the areas of psychology and sociology. The thesis offers a detailed consideration of the linguistic notion of context, positing two separate types--personal context and social context. It affirms integral elements of each type.

The thesis includes a comprehensive and annotated bibliography of literature relevant to the subject of doctor-patient communication and to attendant linguistic matters.

Copies available from author through school of Languages and Linguistics at Georgetown University.

VERBAL CORRELATES OF INSTRUCTIONAL EFFECTIVENESS WITH YOUNG CHILDREN

GEHLBACH, Roger Dale, Ph.D.
University of Toronto (Canada), 1974

The principal research objective was to discover specific verbal features in teachers' instructional language that were significantly related to instructional effectiveness with young children. A 50,000-word corpus of exclusively verbal, monological instructional speech was collected under controlled conditions from three groups of 20 female teachers: (a) practicing kindergarten teachers, (b) elementary student teachers, and (c) secondary student teachers. Each teacher instructed eight short tasks in the manipulation and control of common, school-related concepts and behaviors. The instructions were tape recorded and then played individually to 120 kindergarten children, randomly assigned to teachers and across teacher groups. The criterion of instructional effectiveness was the total score earned by each teacher from the performances of the 16 children who received her instructions.

The analysis of message content revealed two kinds of variables to be significantly related to the criterion: (a) surface structure variables (SSVs), such as rate of speech and message length, and (b) textual variables (TVs) such as the frequency of occurrence of specific words and word types. The results of multiple correlation analyses, adjusted for shrinkage, indicated that the SSVs and the TVs accounted for 13% and 22% of the criterion variance, respectively. Only 2% of the criterion variance was accounted for by their common effects, suggesting their relative independence. Inspection of the high-scoring messages suggested the following incorporation of the significant variables into generalizations for later experimental tests: (1) When the goal response for a task was generalizable beyond the task objective, an instructional message was effective to the degree that the basic, or 'core', instructions were supplemented by (a) the explicitly negative specification of undesired behaviors and/or (b) the use of words like only and just to more explicitly describe the desired range of response;

(2) when the goal response for a task was singular and non-generalizable, an instructional message was effective to the degree that the specification of the task objective was unambiguous; and (3) an instructional message was more effective to the degree that instructional units were of the form of phonologically separate, simple sentences.

An hypothesis that the performance of the practicing kindergarten teachers would be superior to that of both student teacher groups was not confirmed. On the eleven significant variables, however, a multivariate analysis of variance indicated that the three groups were significantly different. The failure to find score differences was discussed in terms of the role played by verbal instruction in natural classroom settings.

THE EFFECTIVENESS OF THE "CATIJ" METHOD OF SOCIOMETRIC ANALYSIS IN ESTABLISHING TASK-ORIENTED SUBGROUPS IN ELEMENTARY CLASSROOMS

GRAHAM, Alan Richard, Ph.D.
Northwestern University, 1976

Bernard and Killworth (1974) devised "catij," a new sociometric technique, which they claimed to be more powerful than the traditional sociometric method for analyzing social networks. "Catij" was designed to describe communication networks in closed groups by determining the number of intermediaries between any two members of the group. This information was used to create the important subgroups within a group. The administrative aspects of the technique required members of a group to rank all individuals in their group according to prescribed criteria. The traditional sociometric method devised by Moreno, the sociogram, required members to rank only three to five individuals.

This study measured the effectiveness of "catij" as a means of forming task-oriented subgroups in elementary classrooms. Fourth grade students were randomly assigned to the experimental and to the control class through the use of a table of random numbers. The twenty students in the experimental class were placed into task-oriented subgroups by the "catij" sociometric method while the nineteen students in the control class were placed into task-oriented subgroups by the traditional sociometric method. Both classes were taught a curriculum unit based on the newspaper. This unit was designed to teach specific critical thinking skills. Students were taught to identify emotional words or phrases in newspaper headlines and to determine if information in a news story was complete and valid. Each subgroup was required to create a two- or three-page newspaper.

At the conclusion of the curriculum unit, an objective test on the critical thinking skills and an opinion questionnaire about small group work were administered to all the fourth grade students participating in the study. The students' total scores on the objective test and the opinion questionnaire were compared. No significant differences were found when the students' responses to individual questions on the opinion questionnaire were compared between the two classes. Only when students were asked to explain how conflicts were resolved in their task-oriented subgroups, a tendency became apparent. Students in subgroups formed by the "catij" method tended to use the teacher as a judge in mediating their conflicts less than students placed in subgroups by the traditional sociometric method. These results may have been influenced by the small sample size, the short acquaintance span of students in the newly formed classes, the bias of the measuring instruments or the age level of the students.

This study concluded that "catij" was no more effective than the traditional sociometric method in creating task-oriented subgroups in elementary classrooms. "Catij" required the use of a computer. The traditional sociometric method may be analyzed by hand or by computer. When comparing preparation time for computerized analysis, "catij" appeared to be a more time-consuming procedure than the traditional sociometric method.

Order No. 77-10,032, 101 pages.

COGNITIVE COMPLEXITY-SIMPLICITY AS A FACTOR IN ATTITUDE CHANGE DUE TO COUNTERATTITUDINAL ADVOCACY

HALE, Claudia Lee, Ph.D.
University of Illinois at Urbana-Champaign, 1976

The development of interest in individual perceptual capacities has resulted in an increased awareness of the influence that those capacities have in a number of areas. One such area is attitude change due to the introduction of dissonant or counterattitudinal information. Based on work concerning both the effects of cognitive complexity on impression formation and individual differences in response to cognitive dissonances, it was suggested that level of cognitive complexity would be related to the degree of attitude change after writing a counterattitudinal message. Specifically, it was predicted that cognitively complex individuals would respond to the counterattitudinal message by maintaining initial attitudes while cognitively simple individuals would shift attitudes, aligning them with the counterattitudinal behavior.

After completing a measure designed to assess level of interpersonal cognitive complexity, subjects completed a task in which they rank ordered ten applicants for a position on a kidney machine. Three to four weeks following that first ranking, subjects in the treatment group were asked to write a message supporting one of the applicants (subjects were individually assigned the applicant they had ranked seventh). They then reranked all ten applicants. Subjects in the control group completed only the reranking.

A significant positive ranking shift was expected (aligning previous attitude with writing behavior) particularly among noncomplex Ss who were expected to be more influenced by the writing of the counterattitudinal message. Analysis of the ranking shifts, however, revealed no significant effect for condition or for complexity and no significant interaction. When absolute change scores ignoring the direction of the ranking shift were used as a dependent measure, significance was achieved for the condition effect and the interaction between condition and complexity approached significance. This was taken as an indication that writing the message led subjects (particularly complex subjects) to consider in more detail the characteristics of the target person and to reevaluate him.

The results of the investigation are discussed with particular attention to the factors contributing to the lack of a condition effect in the direction usual after counterattitudinal advocacy. Suggestions are offered for modification of the original theory by placing importance upon the degree of differentiation present in the initial impression of the target person. It is suggested that the probable sparseness of the original impression was a contributing factor in producing the results. The writing of the message served as an opportunity to form a genuine understanding of the target object, rather than as a challenge to an already well formed impression.

Order No. 77-9012, 82 pages.

AN EXPERIMENTAL FIELD INVESTIGATION OF THE EFFECTS OF SOURCE CREDIBILITY AND DOGMATISM ON THE EVALUATION OF A BELIEF-DISCREPANT MESSAGE BY RELIGIOUS FUNDAMENTALISTS

HALL, Glenn Edward, Ph.D.
University of Southern California, 1975

Chairman: Professor Bodaken

The purpose of this field investigation was to determine in what way or ways closed-minded religious fundamentalists would differ from open-minded religious fundamentalists in their evaluation of identical belief-discrepant messages attributed to either a high or low credibility source. In a preliminary study, social drinking in moderation was determined to be a belief-discrepant issue for the subjects of the study (N = 200) who were adult members of four different congregations of the Church of Christ.

The first hypothesis was based on prior research in source credibility (e.g., Hovland, Janis, and Kelly, 1953; Hovland and Weiss, 1951; and McCroskey, 1966) which has established that, in general, the effectiveness of a persuasive message is increased if its source is perceived as "credible." The hypothesis predicted that a belief-discrepant message advocating social drinking in moderation received from a high credibility source would be more favorably evaluated than an identical message received from a low credibility source. The second hypothesis was based on prior research in dogmatism and the central-peripheral dimension of beliefs (e.g., Rokeach, 1954, 1960, 1968; and Miller and Rokeach, 1968) and religious fundamentalism (e.g., Baxter, 1955; Feather, 1967; Gilmore, 1969; and Stanley, 1963) which has established the differential between personality characteristics of open- and closed-minded fundamentalists. The hypothesis predicted that open-minded fundamentalists' evaluation of a belief-discrepant message received from a high credibility source would be more favorable than closed-minded fundamentalists' evaluation of the same message.

The hypotheses were tested in a posttest-only control group design (Campbell and Stanley, 1963) and by a 2 x 2 fixed effects analysis of variance for cells with unequal numbers using the BMD Biomedical Computer Program (Dixon, 1970) and the Statistical Package for the Social Sciences (Nie, Bent, and Hull, 1970). All subjects first completed the Short-Form Dogmatism Scale (Troldahl and Powell, 1965). The experimental subjects received the belief-discrepant message and then completed the posttest which consisted of three different sets of semantic differential-type scales. Control subjects did not receive the belief-discrepant message and completed only two sets of scales. The .05 level of significance was required for all statistical tests.

The data failed to confirm the main effect predicted in Hypothesis 1. Even though the collapsed mean credibility scores showed a statistical difference ($F = 6.68$, $p < .05$), the absolute difference between the high ($\bar{X} = 4.89$) and low ($\bar{X} = 4.35$) sources was so small (.54) that message evaluation was not influenced by the credibility of the source. In short, both communicators were perceived as credible except when using the Scriptures as supportive arguments advocating social drinking.

The data confirmed Hypothesis 2 and revealed an unpredicted main effect for open-mindedness as well ($F = 18.81$, $p < .01$). Open-minded fundamentalists' evaluation of the belief-discrepant message coming from both the high and low credibility source was significantly more favorable than closed-minded fundamentalists'. These results are consistent with previous research which found that open-minded individuals are more tolerant of belief-discrepant information than closed-minded individuals and also that there are highly religious fundamentalists who hold their beliefs in an open or non-dogmatic manner.

In sum, the study's findings demonstrated that source credibility did not significantly influence message evaluation by the experimental subjects, especially when the Scriptures were used as supportive arguments. On the other hand, dogmatism and fundamentalism were found to be significant factors influencing message evaluation. The unpredicted main effect for open-mindedness suggested that both open- and closed-minded fundamentalists detached the belief-discrepant message from the source and that content evaluation was commensurate with individual open and closed belief systems and cognitive styles which were found to be significantly different.

THE EFFECTS OF SPEECH DISORGANIZATION UPON COMPREHENSION AND KNOWLEDGE

HAYNES, Judy Lillian, Ph.D.
The Florida State University, 1976

Major Professor: Theodore Clevenger, Jr.

Investigations into the effects of message disorganization on listener comprehension have produced sufficient inconsistent findings to raise questions about the importance of organization to effective speaking. However, a critical analysis of these studies suggests that the inconsistencies may be caused by differences in the operational definitions of organization, disorganization, and comprehension. Theories of speech construction suggest that organization is related to comprehension of the main ideas of the speech and their interrelationships rather than to knowledge of specific details, yet the research has not distinguished between these types of learning. Also, the studies have differed substantially in the complexity and structure of the original message and in the method used to create disorganization.

This study attempted to provide an empirical explanation for the inconsistencies in results by controlling these factors. The primary hypotheses were that listeners who heard organized speeches would learn more; disorganization would have a stronger adverse effect on comprehension than on knowledge; and listeners who heard explicit statements of interrelationships among ideas would learn more.

Four 11 $\frac{1}{2}$-minute speeches on the advantages of water fluoridation were developed. All had the same introduction and conclusion. Two speeches were disorganized by systematic reassignment of all paragraphs except the introduction and conclusion. The explicit speeches contained oral organization devices which stated the relationships among ideas, while the implicit speeches lacked these statements. Thus, the four treatments were explicit organized, explicit disorganized, implicit organized, and implicit disorganized.

Ten knowledge and ten comprehension items measured student learning. The KR-20 reliabilities were .77, total test; .57, knowledge; and .67, comprehension. The subjects, 152 junior college students, took a 20-item vocabulary test, heard a taped speech, took the learning test, and completed seven speech evaluation scales. They also completed scales on credibility and attitude as part of a related study.

The results were analyzed by 2 X 2 analyses of covariance, using the vocabulary test as the covariate. Neither disorganization nor explicitness had a significant effect on knowledge scores. However, comprehension scores were significantly higher for those who heard the organized speeches. The disorganization effect was strongest on comprehension items related to the sequence of certain developments. There was no difference between the explicit and implicit versions on comprehension, and no interaction between the treatments. On total test, the amount learned was significantly higher for the organized versions and for the explicit versions, with no significant interaction. Subjects rated the organized versions as significantly more organized, with no significant differences on six other speech evaluation scales, including clarity, effectiveness, and delivery.

The results demonstrate that disorganization can cause an audience to learn less. This loss affects the total amount learned, but impacts most strongly on the listener's comprehension of the interrelationships and sequencing of main ideas. The results should not be generalized to all types of speeches without more research, but they do indicate that clear organization is necessary for speeches with complex structures and those in which understanding of sequence is important.

The value of oral organization devices was also sustained, since listeners learned more from the speeches which had explicit statements of relationships.

The study replicated the method of disorganization used previously to demonstrate that earlier failures to find effects of disorganization rested with the item and speech type. Future research should avoid the artificiality of scrambling paragraphs and concentrate on natural disorganization.

The most far-reaching implication is the finding of differential effects according to the level of learning, pointing out the necessity of clearly defining the type of test item used to measure learning. Order No. 77-13,316, 118 pages.

THE CONCEPTUALIZATION AND MEASUREMENT OF INTERPERSONAL COMMUNICATION SATISFACTION

HECHT, Michael L., Ph.D.
University of Illinois at Urbana–Champaign, 1976

The purpose of this dissertation was to explicate the discriminative fulfillment approach to satisfaction and to develop a general measure of communication satisfaction. The discriminative fulfillment approach was developed after a review determined that previous conceptualizations were inadequate. This approach extends the Skinnerian notion of discriminative stimulus by labeling satisfaction the affect which is conditioned when the link between the discrimination and the resulting behavior is reinforced.

The measurement strategies utilized in the construction of the general communication satisfaction inventory were derived from the theoretical approach as well as a review of previous measurement techniques in the interpersonal, small group, and organizational satisfaction areas. The inventory was developed in four stages. Two questionnaires, interviews, and a review of the related literature produced the initial item pool. These items were evaluated by content analysis and their ability to discriminate between respondent's notions of an ideally satisfying conversation and a most dissatisfying conversation. Item analyses and factor analyses were then conducted on data separated by treatment (actual or recalled conversation) and level of intimacy (friend, acquaintance, or stranger). Finally a general communication satisfaction inventory was created for use in actual and recalled conversations with another, whether perceived to be a friend, acquaintance or stranger. Reliabilities of between .90 and .97 and validities between .64 and .87 were reported.

In addition, five specialized inventories were created for actual and recalled conversations and for each of the three levels of intimacy: friend, acquaintance or stranger. Reliabilities for these five specialized inventories ranged from .94 to .97. The small number of stranger respondents, their almost exclusive participation in the actual treatment, and the similarities between the actual and stranger factor structures raised questions about the usefulness of the inventory assessing satisfaction with a conversation with a stranger. The other specialized inventories suffer from no obvious shortcomings and appear to have face validity.

Differences between satisfaction with recalled and actual conversations and among different levels of intimacy were discussed. Disparities among respondents low in satisfaction were primarily responsible for the differences.

The actual conversation communication satisfaction inventory contained more items describing the behavior of the other than did the recalled conversation communication satisfaction inventory. Item analyses and factor analyses revealed that the actual and the general communication satisfaction inventories had similar dimensions while the recalled inventory seems to reflect a normative view of communication. It was suggested that satisfaction research, much of which relies on memory-generated data, should utilize this distinction in future research.

A number of patterns emerged from the analysis of intimacy levels. First, there was a positive relationship between the level of intimacy and the importance of the behavior of the other for one's communication satisfaction. Second, one's own behavior was a more important dimension of the actual communication satisfaction inventory. Third, the importance of regulation and/or feedback is positively related to intimacy level. Fourth, disclosure and predispositions are more important when the other is perceived to be an acquaintance. Fifth, a pattern emerges in which some aspects of communication satisfaction are common to friend and acquaintance relationships, some are common to communication satisfaction in friend and stranger relationships, but few are common to communication satisfaction in acquaintance and stranger relationships.

The general com-sat measure should prove to be a relatively reliable and valid tool in the measurement of communication satisfaction. The specialized inventories were found to be relatively reliable and all 6 inventories were assumed to be unidimensional. Suggestions for future research utilizing these measures were offered. Order No. 77-9022, 268 pages.

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